ENG 1207 - ENGLISH LANGUAGE I

A BRIEF HISTORY OF THE ENGLISH LANGUAGE

Old English to Modern English: An Overview

1. Family
2. Period in history of English
   - Old English: 450 - 1100
   - Middle English: 1100 - 1500
   - Modern English: 1500 - 1800

Language Family

- English belongs to a family known as the "Indo-European Family" which includes most of the languages in Europe.
- Indo-European family has sub-groups among which is Germanic.
- The Germanic also has three branches namely north Germanic, east Germanic and West Germanic.
- English falls under West Germanic

OLD ENGLISH

- Descendant of the German Language
- Spoken by Angles and Saxons
- 5th Century AD: **Angles** and **Saxons** (Germanic tribes) invaded the Britain.
  - Reunited, became Anglo-Saxons
- Their language is *Englise,* which was where the word *English* originated.
- They pushed the original, Celtic-speaking inhabitants out of what is now England into Scotland, Wales, Cornwall and Ireland, leaving behind a few Celtic words.
- Circa 890 AD: Anglo-Saxons invaded a land.
  - Called it *Anglo-Land* (now called England), meaning *Land of the Angles.*

MIGRATION

- Irish missionaries came to England
- Brought the Latin Alphabet

ROMAN INVASION

- 597 AD: Roman invader *Augustine* attempted to Christianize England.
- Established kingdoms all over England.

Results

- The Latin alphabet became the basis of English alphabet.
- Romans spread and popularized English throughout England

NORMAN CONQUEST (1066)

* æ
  - Pronounced as *ai*
  - Changed to *i*
  - Examples *never* is now spelled *naiv*
    - Feminine/masculine word form dropped
    - Indefinite articles, *a* and *an* were introduced
    - Verb placement
      - **755 AD**: verb is placed at the end of a sentence at be …. *na justice ne dide*
      - **Translation:** *the be no justice did* (Nielson 203)
    - **1137**: verb is placed after the pronoun
      - *til bi iafen up bere castles*
    - **Translation:** *till they surrendered their castles* (Nielsen 203)

MIDDLE ENGLISH (1100 - 1500)

HISTORY

- The Normans, who spoke French invaded England
- Royalties and government official began speaking French
- English became language of the poor (peasants, butchers, maids, servants).
- Also the language of poets and writers
- English kings began marrying Norman women
- More people adapted French language, causing the decline of English usage.

Results

- English children became bilingual
- Materials written in English became very scarce
- Many French words were borrowed
  Tax, estate, trouble, pay, table, boil, serve, roast, dine, religions, savior, pray and trinity.
- French was England's official language up until the begin of 14th century.

Change

- Three different words with one meaning
  Kingly (Old English), *royal* (French) and *regal* (Latin) meaning of "*relating to a king".*
- More French influence
  - More borrowed words
  - Borrowed words, *allar* and *place* affected the way was pronounced
  - *Cene, cyssan* and *arrow* (Old English)
  - *Lice* and *mice*

MODERN ENGLISH (1500 - PRESENT)

EARLY MODERN ENGLISH

- From 1500 to 1800s

LATE MODERN ENGLISH

- 1800s until today

EARLY MODERN ENGLISH

- Happened between 1400 and 1500
- Sudden and major change how vowels are pronounced
  - ***a*** as pronounced as /ei/
  - ***e*** as /ei/ and /i/
  - ***i*** as /ai/
  - ***o*** as /ou/ or /u/
  - ***a*** as /au/

Changes and Difficulties

- many English words are not pronounced as they used to be
- A person born in 1400 would have difficulty understanding a person from the 1500s
  - Very careful listening and analysis of written documents were done for better understanding
  - Example: *House* and *mouse* used to rhyme with *moose*

Other Factors that Changes Early Modern English

- **William Shakespeare**
  - Began writing his sonnets and novels
  - Created words, such as *critical, leapfrog, majestic, pedant* and *d*

- Created clichés, such as *flesh and blood,* and *vanish into thin air*

- **William Caxton**
  - Introduced the printing press to England in 1476
  - Began printing English textbooks
    - Were sold at cheap price
    - English grammar, spelling and vocabulary were standardized
    - 1604: dictionary was published.

From Latin and Greek during the Renaissance and after

Words for science, invention and technology: *conifer, cyclamen, helium, halogen, intravenous, isotope, metronome, polymer, telephone.*

LATE MODERN ENGLISH

- Began in the 1800s and is the English that we speak today
- Same as early Modern English, but has richer vocabulary

British Empire

- Colonized many nations
  - Words were borrowed (i.e. *pajamas* and *shampoo* form Hindi, *tycoon* from *Japanese*, and *sanna* from Finnish) and added to the English vocabulary.
  - Other words have Latin or Greek roots (i.e. biology, oxygen).

World War I and World War II

- American soldiers collaborated with British soldiers
  - Military slang words were created
  - *blockbuster*, *nosedive, camouflage, radar, roadblock, spearhead* and *landing strip*

DEFINITION OF LANGUAGE

The term *language* has been defined by various scholars differently. For instance, some define it as a means of communicating thoughts and feelings through a systematic arbitrary signal such as voice, sound, gesture or written symbols, while some see language as the principal means through which human beings communicate with one another.

Sapir (1921) define language as *a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.*

Henry Sweet () *language may be defined as the expression of though by means of speech-sounds.*

Fowler et al (1979) *medium of expressions/systems or means of communication.*

Mario A Pei & Frank Gaynor ( ) *a system of communicating by sound i.e. through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning.*

Eco (1976) *A conventional use of signal by a sender to convey a message to a receiver.*

Gimson (1962) *a system of conventional signals used for communication by a whole community.*

Communication by means of language may be referred to as linguistic communication, the other ways mentioned above, laughing, smiling, shrieking and so on are types of non-linguistic communication (animal communication).

CHARACTERISTIC OF A LANGUAGE

1. Language is learned - the learning process may be natural or structured.
2. Language is a system - the complexity of the various facets of it are organically inter-related such as sounds, words and structures in integrated with one another and constitute the complex and organic whole which is called language. It is ruled-governed and orderly in its structural construction, semantics conventions. For example, a break in the rule governing language.

FUNCTIONS/ROLES OF A LANGUAGE

Language serves as a means of communication between and among individuals, as an interactive device, and medium of instruction (as in school, between the leader and led etc. language is used for communication as between people in the society or between the teacher and his students in school.

As a means of individual expressions of feelings, thought (as poetry, polite usage etc).

As a record of facts or thought which may be forgotten otherwise. Recordkeeping in business, schools, law courts.

KNOWING A LANGUAGE

To know language means:

- To know the sounds that belongs to the language
- To know how to combine those sounds into words, into phrases, and phrases into sentence, in order to achieve the meaning or message you want to convey.
- To be able to create new sentences never spoken before, and understand sentences never heard before.
- There are limitless messages to be conveyed. Users are expected to be able to use words and sentences to convey all of them.
- To use in appropriate situations, and to be able to speak and be understood by others speaking the language; and to understand others who use the same language with facility or without difficulty.

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TUTORIAL QUESTION

1. (a) Define the term Language
   (b). Explain the features and function of Language
   (c). Status of English in Nigeria and other parts of the world
   (d). Roles of English in Nigeria
   (e). Explain the development of English in Nigeria.
2. (a). List and describe any ten consonant sounds based on the three (3) parameters, with five words in which each consonant occurs.
   (b). List and describe any ten vowels sounds on the three (3) parameters. Provide words in which each sound occurs. Underline the letters representing the sounds.
   (c). Identify each of the following sounds in the words immediately following the sounds: (i) /e/ encourage (ii) /z/ boys (iii) /i/ basic (iv) /Ə/ letter (v) /w/ one
   (d). With examples differentiate *stress* from intonation.
   (e). Define *Syllable* and provide five (5) examples for each of *one syllabic word* and *two syllabic word*.
   (f). Underline the stressed syllables in the following words: (i) students (ii) Pepper (iii) Fire (iv) Science (v) Blockade
3. Identify and discuss any ten (10) events that help in the development of English language (from Old to Modern English).
4. Explain any (5) morphological process. Give ten (10) examples for each process.
5. State the morphological process by which following are formed. Maladjustment, went, better, lecturer, garden-egg, illegal, bus, helter-skelter, OPEN, NEPA.
6. Define the following terms (i) Morphology (ii) Free Morpheme (ii) Bound Morpheme.
7. Explain the terms with examples (i) Lexical Morpheme/Open Class (ii) Functional Morphemes/Closed Class.
8. Discuss the following terms: (i) Sentence (ii) Clause (iii) Phrase.
9. Identify and define any three (3) groups in English, citing as many examples as possible.
10. What is clause?
11. What are the functional clause types? Explain and exemplify them.
12. Discuss the roles of English in socio-economic development of Nigeria.

TUTORIAL QUESTIONS: Q&A

1. (a) Define the term *Language*

The term *language* has been defined by various scholars differently. For instance, some define it as ***a means of communicating thoughts and feelings through a systematic arbitrary signal such as voice, sound, gesture or written symbols***, while some see language ***as the principal means through which human beings communicate with one another***.

- Sapir (1921) defined language as ***a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.***
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1 (b). Explain the features and function of Language

FEATURES OF A LANGUAGE

1. Language is learned - the learning process may be natural or structured.
2. Language is a system - the complexity of the various facets of it are organically inter-related such as sounds, words and structures in integrated with one another and constitute the complex and organic whole which is called language. It is ruled-governed and orderly in its structural construction, semantics conventions. For example, a break in the rule governing language.

FUNCTIONS/ROLES OF A LANGUAGE

1. Language serves as a means of communication between and among individuals, as an interactive device, and medium of instruction (as in school, between the leader and led etc. language is used for communication as between people in the society or between the teacher and his students in school.
2. As a means of individual expressions of feelings, thought (as poetry, polite usage etc).
3. As a record of facts or thought which may be forgotten otherwise. Recordkeeping in business, schools, law courts.

(c). Status of English in Nigeria and other parts of the world

English is spoken either as the *first language*, **L1** (**mother-tongue**) or as an official language, **L2** (**second language**). Countries where English is spoken as a *native language* (**first language**) are mainly the ***UK, USA, Australia, New Zealand*** and ***South-Africa***. Countries where English is spoken as an ***official*** or ***semiofficial*** *language* of many countries with a colonial past, such as ***Nigeria, Ghana, Uganda, India*** *et cetera*, it is also taught as a *foreign language* and used as the language of technology and diplomacy in countries like ***China, Japan, Arabian-Peninsula*** etc.

1(d). Roles of English in Nigeria

1. English as a Language of Education
2. English as Language of Trade and Commerce
3. English as a Language of Administration
4. English as a Language of Unity
5. English as a Language of International Diplomacy
6. English as a Medium of Creative writing

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1. English as a Language of Education - the form of education that was introduced in Nigeria in the wake of Christianity and colonialism was that which emphasized language-related activities such as ***reading*** and ***writing*** in addition to ***arithmetic***. This was basically in order for the missionaries and the colonial administrators to realize their objectives. Since then, English has been an important subject on the curriculum of every level of education in Nigeria.

Apart from being a major subject on the curriculum, English is today a medium of education right from the upper primary school to the tertiary level. This means that other subjects, apart from the indigenous and foreign languages like, ***Yoruba, Hausa, Igbo, French, Arabic*** etc, are taught in the English language right at the university level.

It will not be an exaggeration to say that failure in English these days in Nigeria will amount to educational failure. For one to gain admission to any tertiary institution in the country, a credit pass in English is required in most cases.

2. English as Language of Trade and Commerce - trade was one of the major factors which brought the English language to Nigeria. In the country till today, the language has remained a language of trade and commerce. It facilitates trade among people of different linguistic backgrounds (ethnic groups) in the country. In addition to the local trading activities, the English language also serves the purpose of international trade in Nigeria. It is a major means of communication between Nigeria and its international trade partners.

3. English as a Language of Administration - The English language came to Nigeria partly through colonial administration. Since then, it has been the language of political administration, the language of the civil service in the country. Most, if not all, government affairs especially at the state and national levels are conducted in English. Important government documents like the **Constitution** and other **enactments** are written essentially in English. In fact, it has become essential for any political aspirant in the country to be able to speak English. Because of its roles in administration, the English language is an ***official language*** in Nigeria; it is the ***lingua franca*** of administration.

4. English as a Language of Unity - There are many ethnic groups with different linguistic backgrounds in Nigeria. The English language marries these different ethnic groups together in a way, in the sense that it facilitates inter-ethnic communication. Considering this, therefore, it can be said that English is a language of unity in Nigeria. But it should be noted that the fact that a group of people speak the same language does not necessarily guarantee unity among them. What we are saying is that English is one of those things which Nigerians can say they have in common and, since it plays an integrative role by facilitating inter-ethnic communication, it can be said to be the language of unity.

Apart from being a language of national unity, it can also be said that English achieves for Nigeria international unity. Today, Nigeria is a member of the world speech communities of the English language

5. English as a Language of International Diplomacy - World-wide today, English is the language of international diplomacy. The conduct of international affairs throughout the world is carried out in English. Also, some world organisations like U. N. O, UNESCO and so on use English as their major means of communication. In fact, to be relevant in world diplomacy these days, a country should be able to use English. In this wise, we can regard English as a global language.

6. English as a Medium of Creative writing - The use of English as a medium of creative writing in Nigeria has led to the development of literary English in the country. Today, many Nigerian creative writers adopt English as the medium of their writings. Nigeria can boast of such creative writers as Wole Soyinka, Chinua Achebe, J.P Clark, Chukwuemeka Ike, Niyi Osundare, and Femi Osofisan and so on. These writers have helped in extending the possibilities of the English language in Nigeria.

Conclusively, the major functions which English performs in Nigeria, the language is used as a medium of instruction in schools; it is the language of administration; it is the language of commerce and industry; it is the language of national unity; it is the language of international diplomacy; it is also a medium of creative writing. For a long time to come, English will continue to play these roles in the country. English is, indeed, an important legacy which Nigeria inherited from Britain (its formal colonial master).

1(e). Explain the development of English in Nigeria.

English did not come to Nigeria with colonialism; it came before it. Historians believe that English was spoken in old Calabar as a result of about 400 years of cultural and trade contact with Europe. In his Christian Missions in Nigeria (**1965**) **Ajayi** says that English was the only European language spoken by **Calabar** traders and that **Hope Waddel** did find intelligent journals of the affairs of the region in English, as far back as **1767**.

Nigeria's earliest contact with Europe particularly the Portuguese was in the **15th** century in places like Warri, Brass and Calabar before the slave trade. Communication between the natives and the Portuguese merchants was initially very difficult. The result was an emergence of a Pidgin English which was a mixture of the indigenous language and the Portuguese dialect of the English language. The new pidgin soon became influential and eventually displaced Portuguese as the language of commerce. Further trade contacts with English traders and sea captains made the Pidgin English the chief coastal trade language of the earliest times.

The coming of professional interpreters to Nigeria is another fundamental factor that implanted English in Nigeria. The interpreters or clerks were freed slaves from Monrovia and Freetown. Since they could speak English due to their many years in England, USA and the Caribbean, the abolition of the slave trade in the early 19th century meant a new life for them. Many of them came to Nigeria to work as clerks in government and interpreters between European traders and the indigenous people

Some Nigerian freed slaves in **Freetown** also came back to their original homes in **Lagos, Badagry** and **Abeokuta** and this meant a stronger influence of English in Nigeria. The abolition of the slave trade in **1807-1808** in **Britain** and **United States** forced **European slave traders** to seek alternative source of trade in the interiors taking the English language further into the rural areas. It was already on record that **Mungo Park** in **1795** discovered that River Niger flowed eastwards and that trade was possible between the eastern regions and the west.

Missionary activities also contributed to the establishing of English in Nigeria. The coming of **Rev**. **Thomas Freeman** to **Badagry** in **1842, Rev. Hope Waddel** of the **Church of Scotland** to **Calabar** in **1846** and **Rev. Samuel Edgerly** and others to **Duke Town, Calabar** in **1854** began the phase of formal acquisition of English in Nigeria. The missionaries established schools and taught their converts in Standard English. The **Church Missionary Society (CMS**) founded two schools in **Badagry** and a station in Abeokuta in 1846. The Methodist Church founded the **Methodist Boys High School, Lagos** in **1876**, while **Hope Waddel Institute**, **Calabar** was established in **1895**. The first **Christian mission** was also opened in **Zaria** in **1902**. The English Language was taught in these schools. **Samuel Edgerly** and **Townsend** opened the first printing press in Nigeria in **1852**. Wherever the missionaries went they taught their converts in English, thus English became the language of civilization and Christianity. Christian education is therefore an important medium through which **Standard English** gained access to the local population in the early **19th century**.

British interest in Nigeria changed from mere commercial capitalism to outright colonization in **1861** when Lagos was invaded and annexed as a **British colony**. Subsequent consolidation of the British colonial administration in Nigerian in the years that followed empowered a more organized education and emphasis in the learning of English. In fact government grants to schools then depended largely on the effective learning and teaching of the English Language. People who could write and speak English enjoyed special privileges with regards to jobs and social amenities by the colonial government. English Language became a passport to good living and everyone was invariably forced to learn and spread the language.

2(a). List and describe any ten consonant sounds based on the three (3) parameters, with five words in which each consonant occurs.

SOUNDS	PLACE OF ARTICULATION	MANNER OF ARTICULATION	STATE OF GLOTTIS	EXAMPLES
/p/	Bilabial	Plosive	Voiceless	***p***et, ***p***age, ***p***an, ***p***ot ***p***ig
/b/	Bilabial	Plosive	Voiced	***b***at, ***b***it, ***b***all ***b***ull, ***b***oat
/t/	Alveolar	Plosive	Voiceless	***t***erm, talk, ***t***in, ***t***ree, ***t***en
/d/	Alveolar	Plosive	Voiced	***d***ate, ***d***og, ***d***ig, ***d***en ***d***o,
/k/	Velar	Plosive	Voiceless	***k***it, wal***k***, ***c***ar, ***c***at, ***k***en
/g/	Velar	Plosive	Voiced	***g***oat, ***g***un, ***g***o, ***g***in, ***g***et
/w/	Bilabial	Approximant	Voiced	***w***in, ***w***et ***w***e ***w***arn, ***w***ith
/f/	Labiodental	Fricative	Voiceless	***f***an, ***f***ish, ***f***un, ***f***en, ***f***in
/v/	Labiodental	Fricative	Voiced	***v***an, ***v***ina, ***v***on, ***v***ug,
/s/	Alveolar	Fricative	Voiceless	***s***un, ***s***it, ***s***on ***s***et, ***s***ea,

2(b). List and describe any ten vowels sounds on the three (3) parameters. Provide words in which each sound occurs. Underline the letters representing the sounds.

VOWELS	HIGH LEVEL OF THE TONGUE	POSITION OF THE TONGUE	LIP ROUTING	EXAMPLES
/ɪ/	Front	High	Unrounded	fish, bit, kit, pit, it
/e/	Front	Mid	Unrounded	ten, red, set when, yellow
/æ/	Front	Low	Unrounded	man, cat, bad, habit, bag
/ʌ/	Central	Low	Neutral	cut, hut, come, dull, jump
/ɔ/	Back	Low	Rounded	pot, hot, dog gone, sport
/ʊ/	Back	High	Rounded	book, foot, look, cook, full
/ə/	Central	Low	Neutral	about, apply, wider, Saturday, arrest,
/ɪ:/	Front	High	Unrounded	beat, eat, heat, seed, green
/3:/	Central	Mid	Unrounded	girl, bird, purse first, shirt
/a:/	Back	Low	Unrounded	pass, card, car, far, arm

2(c). Identify each of the following sounds in the words immediately following the sounds: (i) /e/ encourage (ii) /z/ boys (iii) /i/ basic (iv) /ə/ letter (v) /w/ one

(i) /e/ ***e***ncourage (ii) /z/ boy***s*** (iii) /i/ bas***i***c (iv) /ə/ lett***er*** (v) /w/ ***o***ne

2(d). With examples differentiate *stress* from intonation.

STRESS - a ***stress*** is the emphasis placed on a syllable or special stress emphasis or relative force or loudness given to syllable of a word or a sentence, thereby making that syllable more prominent than the others.

A word stress may have one syllable known as ***monosyllable***, two syllables: ***bisyllable*** or more than two syllable ***polysyllable.*** E.g.

- **Monosyllable** - cap, hunt, book
- **Bisyllable** - carpet, keyboard, cable
- **Polysyllable** - computer**,** university, faculty

A sentence stress is the relative emphasis that may be given to certain word(s) syllables in a phrases, clause and sentences. E.g.

- *The **GIRL** who **COOK** is my **GIRLFRIEND***

The rule of stress is that you shall stress the *open class items* including *nouns, verbs, adverbs* and *adjectives.* And avoid stressing the *closing system items* include: *pronouns, prepositions, conjunction* and *articles.* For examples,

*This **BOY** is wicked* *She is **NAUGHTY GIRL***

INTONATION - the rising or falling pitch of the voice when somebody says a word or syllable, or the rising and falling pattern of speech generally. This variation of the level is termed intonation. Also *intonation* is of two types: *Rising* and *Falling.*

Rising Intonation - is the tone that rises from a low pitch slowly until it gets to the highest level. The *rising intonation* is used for making request, asking question or making statements, for examples:

- *Can I see you, please?* - request

- *Do you read it?* - asking question
- *That distinguished it about to explode* - controversial statement

Falling Intonation - this represents the pitch that falls. The *falling intonation* is used for imperative statement, asking question or making declarative statement. For examples:

- ***Why** are you here?*
- ***Get out** from here!*
- ***Wow!*** She is beautiful

2(e). Define *Syllable* and provide five (5) examples for each of *one syllabic word* and *two syllabic word*.

A *syllable* is a unit of a word or a word that you pronounce with single breath pulse (Omosowone, Juba O. & Nelson A. Akindolire, 1997). That means that when you pronounce a *syllable,* air rushed out of your mouth once, that is out-rushing of the air from your mouth once, then you have pronounced a *syllable*. For example, the word ***water*** is composed of two syllables: ***wa*** and ***ter***.

Examples:

One Syllable Word (Monosyllabic)	Two Syllabic word (Bisyllabic)
work, love, done, kick, go	exPERT, RIver, aBOVE, bRANCH

2(f). Underline the *stressed syllables* in the following words: (i) students (ii) Pepper (iii) Fire (iv) Science (v) Blockade

(i) s**TU**dents (ii) **PE**pper (iii) FIre (iv) **S**cience (v) b**LO**ckade

Q3. Identify and discuss any ten (10) events that help in the development of English language (from Old to Modern English).

1. Roman Invasion
2. Scandinavian Invasion
3. Norman Conquest
4. Evangelization
5. Chaucer
6. Shakespearena
7. Printing Press
8. Colonization
9. Emergence of Dictionary
10. World-War

1. ROMAN INVASION – The Romans under *Julius Caesar* first invaded Britain in 55B.C, but the actual conquest was in AD 43 under **Claudius** when the **Celtic** warriors could no longer resist the much stronger Roman army. The Roman occupation of Britain lasted from about AD 43 until 410. This was a very long period which invariably planted much of Roman occupation, civilization and culture in Britain. Latin was the language of the Romans so it became the official language, in the Roman Britain especially in towns and cities. Celtic was spoken in the rural areas. In some localities outside the cities, Latin was spoken; workmen and artisans were familiar with the language as they often scratched Graffiti on tiles and some pieces of pottery. At this time, English had not come. Since Latin was not wide spread enough it could not survive the later Germanic invasions. Latin began to wane around AD 410, the time the last of the Roman troops were officially withdrawn from Britain.

However, the Roman conquests have some linguistic contributions to the present day English lexicon. For instance, the old English "*Caestar*" (an enclosed place) is from the Latin '*casta'* (*camp*). Today we have some English place-names like Chester, Dorchester, Manchester and Lancaster. The Latin '*portus'* (gate) gave English the following names: Newport, Port sea, Portsmouth; from Latin '*mons'* (mountain) we have Larchmont, and Oakmont, while the Latin '*turris'* (tower) gave rise to Torrington, Torbridge. So you can see that Latin contributed to the development of English.

2. SCANDINAVIAN INVASION - Towards the end of the Old English period, another invasion of England took place, this time by the Danes from Denmark. Also called the ***Vikings***, their contact with English constituted another major influence on the language. Denmark, Sweden and Norway are among countries that come from the **Scandinavian region**.

The **Scandinavians**, i.e., the ***Swedish***, and the ***Norwegians*** were actually neighbours to Anglo-Saxons and were even related in language and blood. Their plundering activities started from the 8th century to the beginning of the 11th century. The climax of their achievement came in the 11th century when the King of Denmark took over the throne of England, conquered Norway and rule the greater part of the Scandinavians world. The period of the Danish activities and influence from **1014 -1039** is known as the Viking Age. As the Vikings became permanent settlers in England they gradually got absorbed in the native population and accepted the Anglo-Saxon religion and language. Their adoption of the language, though very similar with theirs, altered the Old English in some noticeable ways, especially its influenced on place names. More than 1,**400** places in England bear Scandinavian names. Their early acceptance of Christianity can also be seen in the Scandinavian names found among the **Monks**, **Priests** and **Bishops**. The Danes settled mainly in Northumbria, and the West Coast of Ireland.

The relationship between the **Old English** and **Danish** (also called **Norse**) was more of interference. The situation is similar to what is obtainable in many cities of the world today where people from different cultures leave and spoke different languages. In some parts of Scotland, **Norse** was spoken as late as the 17th century, while in some part of England, English was generally spoken but newcomers to such districts will normally speak their own languages. There is no doubt that many words in modern English are borrowed from the Scandinavian tongue. For example in Old English, the modern sound of '***sh'*** (like **ship**) is written as '***sc'***. In the Scandinavian sound '***sk'*** is retained in modern English. Native words like **ship, shall, fish** have '***sh'*** in modern English. Words borrowed from the Scandinavian are still pronounced with '***sk'*** e.g. **sky, skin, skill, scrape**, **whisk** or **bask**.

Also words with the retention of '***g***' sound as in ***get, give, gild*** and ***egg*** indicate Scandinavian origin. So you can see that the Scandinavian language enjoyed a great deal of influence on modern English.

Some common place nouns that have the Scandinavian origin are **bank, birth, bull, dirt, down, dregs, egg, fellow, gap, guess, kid, leg, loan, mire, root, scales, score, seat, sister, skin, sky, slaughter, thrift, tidings, trust etc. among adjectives we have awkward, flat, ill, brose, low, meek, rotten, rugged, tight,** and **weak.** There are also some number of verbs, such as **grave, call,**

crawl, die, gape, get, give, lift, nag, raise, scare, take, thrive. These are some of the words that the Danish invasion and subsequent settlement introduced to English.

3. NORMAN CONQUEST (1066-1200) - is the invasion and conquest of England by the Normans, led by William the Conqueror, in **1066** up to **1200** AD. The civilization of Normandy was essentially French ad Normans were among the most progressive advanced of the people of Europe at that time.

However, the Norman Conquest William I introduced French and the second official language of England, because French became the language of the public administration, law and literature, its status grew. It became the language of nobility, because a speaker of French belonged to the high class while speaker of English became to the low class. Indeed, English remained the language of the messes and up to two third of the population used English in speaking and writing. Due to use of French as official language, many French words introduced and borrowed at that time, especially words related to administration, law and literature, e.g. ***prose***, ***rebel, palace, throne, prince, govern, order, law, court, judge*** etc.

4. EVANGELIZATION - Christianity was introduced in England at about AD597. And from this time to the close of the Old English period (around **AD1100**) is over **500** years. The dominant church then was the Roman Catholic and the religious zeal that greeted the 7th century was responsible for building churches and monasteries. And Latin being the primary language of religion was once again rapidly imported. The temporary decline Latin experienced earlier with the coming of the Anglo-Saxons was overtaken by this religious revival.

The missionaries from Rome did not only introduce Christianity, they came with classical civilization, education and the Latin language, which was the universal language of the church and education. Many of the Latin words were adopted early, while some were adopted towards the end of the tenth and eleventh centuries. These words also found their way into the literature of the time. Normally, it is expected that the new words would express new ideas and concepts. So the new religion introduced words about the church, and explained its internal and external organization. Remember that the Anglo-Saxons were not Christians, so the church and pagan ideas and customs survived side by side. But much of paganism was absorbed by the church. Some words relating to Christianity such as "**Church**" and "**Bishop**" were borrowed earlier because the Anglo-Saxon had had contact with some bishops and had plundered churches before they came to England. But most of the words relating to religion were borrowed at the time of Christian evolution. The following words given in their modern forms have survived over time: **canon, alms, chalice, altar, angel, anthem, epistle, hymn, litany, cleric, martyr, nun, minister, organ, pope, priest, psalm, provost, shift, shrine, deacon, synod, temple, noon, ark, candle** etc. The church also influenced the domestic life of the people. You can see this in the words that relate to clothing and household use, e.g. **cap, sock, silk, mat, sack, purple; words denoting food or food items such as beef, cabbage, lentil, millet, pear, oyster, lobster, mussel** were also adopted from religion. Some number of words that relate to education and learning show another dimension of the church's influence. Such words are school, Latin, master, grammatic, verse, meter, rotary etc.

Names of trees, plant and herbs are also rooted in religion. Examples are **lily, pine aloes, balsam, fennel, hyssop, mallow, myrrh** and the general word "**plant'**. There are various words that one can trace to the religion of this period like a**nchor, fan, fever, place, sponge, phoenix, elephant, circle, giants, legion, talent** and **consuls**. These examples are mostly nouns but Old English also borrowed a number of verbs and adjectives which we may not cover in this study. The most important thing is that you understand how significant impact the church had in Old English

5. CHAUCER (1343-1400) - Geoffrey Chaucer was the fourteenth-century English poet and public servant who wrote verse renowned for its humor, understanding of human character, and innovations in poetic vocabulary and meter before Shakespeare. Some of his earliest and prevalent masterpieces are; ***Troilus and Criseyde***, ***The Canterbury Tales***, ***The House of Fame*** and ***Parlement of Foules*** etc.

Chaucer introduces the characters and establishes the framework of the poem at that time. There are set of about thousands English words that Geoffrey Chaucer is credited as being the first use found today in existing. This does not necessarily mean that he was the person to introduce these words into English, but that the earliest uses of most those words are found in Chaucerian manuscripts for the first time. Most of the words were already in everyday speech in 14th Century within the Britain, e.g. ***astound, session, snort, sperm, desk, galaxy, dishonest,, village, cholera,accident, obscure, sperm, laxative, observe*** etc.

6. SHAKESPEAREANA (1564-1616) - William Shakespeare was an English playwright and poet, recognized in much of the world as the greatest of all dramatists. Hundreds of editions of his plays have been published, including translations in all major languages. Scholars have written thousands of books and articles about his plots, characters, themes, and language. He is the most widely quoted author in history, and his plays have probably been performed more times than those of any other dramatist.

Shakespeare had the largest vocabulary of any English writer and this is due to his resourceful use of words and his acceptance of new words. He freely used some of the words that some people rejected as inkhorn terms. The following words which were first used by Shakespeare were all new to English in the latter half of the 16th century: **agile, allurement, antipathy, catastrophe, critical, demonstrate, dire, discountenance, emphasis, emulate, extract, hereditary, horrid ,meditate, modest, pathetic, prodigious, vast, armada, barricade, cavalier, mutiny, palisade, renegade etc.**, (Baugh and cable 2001). In some number of cases, Shakespeare's use of certain words became their earliest occurrence in English language e.g. **accommodation, apostrophe assassination, barefaced, countess**

countess, courtship, dwindle, reliance, eventful, lacklustre, dexterously, dislocate, soilure, frugal, misanthrope, laughable, obscene, pedant, premeditate, tortive, exsufficate, persistive, protractive, questrist, , ungenitured,, submerge, breake-vow, canker-sorrow, faire-play, giant-world, halfe-blown, heauen-mouing; ill-turned, kindre-action, pale-visag'd, pell-well, vile-concluded, etc William Shakespeare's works demonstrate his contributions and his indispensable place in the history of the English language.

7. PRINTING PRESS - During the 16th century, following the development of printing there was a flood of new publications in English as a result of renewed interest in classical languages and literature and in the rapid growing fields of science, medicine and the arts. As new concepts, techniques and inventions were being experienced in Europe, words in the languages were either insufficient or not available at all to express these new ideas, so writers began to borrow new terms. Most of the words that came into English at this time were taken from Latin, French, Greek, Italian, Spanish and Portuguese. And as the period of world-wide exploration came underway, words from over 50 other languages including indigenous languages of North America, Africa and Asia came into English. We shall discuss in detail the vocabulary question and the inkhorn controversy in the next Unit. ***Inkhorn terms*** are foreign words in English.

8. COLONIZATION - The spread of English as a result of the migration of native speakers of English from England to the Australia and the New World (USA) gave rise to emergence of new mother-tongue varieties of English. While the British colonization of Asia and Africa resulted in the growth of new modern Englishes. In South East Asia and Africa, English has assumed the status of second language with a considerable number of the population having recognizable skills in spoken and written English. English in these countries have since developed native varieties which form the world Englishes.

9. THE EMERGENCE OF DICTIONARY - The very first attempt to produce a comprehensive list of all the words in the English language was Nathaniel Bailey's ***Universal Etymological English Dictionary*** published in 1721. The earliest English dictionaries were those that merely explained difficult words. The first of this was ***A Table Alphabetical of Hard Words*** written by Robert Crawdrey, and published in 1604. It explained some 3,000 terms. This was followed in 1616 by John Bullkar's ***English Expositor***, while Henry Cockeram published the ***English Dictionaries*** in 1623. Again in 1658, Edward Philips published ***New World of Words***. All these dictionaries and later compilations only treated difficult words. A new wave of dictionaries was to be experienced in the first half of the 19th century in order to keep pace with increases in knowledge and terminologies that were the result of the industrial revolution and progress in science and medicine. However, Dr. Samuel Johnson's dictionary of 1755 was the first to account for the extensive additions that had been made to the language and helped to enhance their adoption into general use**.**

10. WORLD-WAR (1914-1918 and 1939-1945) - English language brought some warfare words, military terms during the first World-War I & II . Some of these are e.g. **air raid, anti aircraft gun,** t**ank, nose-dive, blimp, gas mask, liaison officer, and camouflage.** '**Liaison'** and '**camouflage'** are borrowed from French. We also have words that assume new meaning e.g. **sector** (specific position) **barrage** (protective screen of a machine gun); **dud** (a shell that did not explode) etc. Today we say '**sector of the economy'** '**barrage of corruption'**, **dud cheque'** with new meanings. Some words already in the language were popularized by the war, e.g. dugout, machine gun, periscope, no man's land, doughboy etc.

World War II wasn't as productive as the World War I in terms of introducing new words. However it contributed certain new words and new meanings about new methods of warfare. Examples are **alert, block-buster, dive-bombing, nuclear bombing, evacuate, parachutist, landing strip, crash landing, wad block, fox hole, bulldozer, task force** etc. Others that either acquired new meaning or given great currency during the war are **backlog, stockpile, priority, bottleneck, ceiling** (limit) etc. The war also contributed expressions like **traveler, iron curtain, cold war, fellow** etc. to English vocabulary. Most of these words and expressions have since been absorbed into everyday civilian language.

Q4. Explain any (5) morphological process. Give ten (10) examples for each process.

1. Clipping 3. Blending 5. Reduplication
2. Affixation 4. Compounding

1. CLIPPING - is very productive in English; It involves some element of reduction in the length of a word.

According to Adeniyi (1997), clipping is a pseudo-lexical unit which results from the grapho-phonemic reduction of a word, which still shares the semantic and paradigmatic relationship with the full form of the word. It can also be seen extracting a shortened form of a word from its longer morphological from. In English, for instance, '*telephone'* becomes *phone*; *brassiere* is *bra*; In some cases, the clipped version has more or less completely replaced the original longer word, e. g. flu. Note that a clipped form is a complete lexical unit which should not be confused as abbreviation of its full form.

Crystal (1999) defines '*clipping as a type of word formation in which new words are derived by shortening another word*'. Some of the examples he gave include, *exam* from *examination*, and *ad* for *advertisement*.

2. AFFIXATION - the term 'affixation' can be defined as a morphological process of word formation, in which morpheme attached to the beginning (*prefix*) or the ending (*suffix*) of a base morpheme. For examples:

Prefix: an affix that comes before a base morpheme. eg. *un-: **un**lock, **un**do; dis- : **dis**able*

Suffix: an affix that comes after a base morpheme. e.g. *–s: boy**s**, computer**s**; -ness: happi**ness**; -es: class**es***

3. BLENDING - is a morphological process of creating a new word by combining parts of two or more already existing words in the same language. Examples of blends in English include:-

- brunch (derived from breakfast plus lunch),
- smog (derived from smoke plus fog),
- motel (derived from motor plus hotel),
- telecast (derived from television plus broadcast),
- urinalysis (derived from urine plus analysis),
- fantabulous (derived from fantastic plus fabulous),
- Amerindian (derived from American plus Indian), and
- Eurovision (derived from European plus television).

4. COMPOUNDING - is another morphological process in which two or more words are put together to act as a single lexical word with a distinct meaning.

Different word combinations are possible:

- **N+N:** *farmhouse, classroom, bull dozer, earing (ear + ring)*
- **N+Adj:** *Worldwide, sky blue, dark brown.*
- **N+Participial:** *heart broken, card-carrying, mind-blowing*
- **N+V:** *Motor Park, nose-bleeding*
- **V+V:** *test-market, freeze-dry, fastrun*
- **V+N:** *Bake house, exercise book, breakfast*
- **V+Participial***: Press-down, put-off, fall-out*
- **V + Adj:** *speak loud,*
- **V + Pre:** *putdown, fallout, pushup*
- **Pre + N***: afternoon, ongoing, overfeed, underground*
- **Adj+Participial:** *Serious-minded, hard-working*
- ***Adj + Adj:*** *bittersweet, deaf-mute*

5. REDUPLICATION

This is the compounding of identical word (***goody-goody***) or slightly different morphemes (***wishy-washy***). Usually, the difference in the different morphemes types in single phonemes at either initial or medial positions. Their use is usually informal. In reduplication, there is a process of addition leading to the compounding by repetition of a part or the whole of a stem morpheme. There is identity relationship between the items so repeated in terms of their phoneme make-up, as well as their morphologically shapes. In English, such examples as **wishy-washy, walkie-talkie, tick-tock**, **hanky-panky** illustrate reduplication as a morphological process.

5. State the morphological process by which following are formed. Maladjustment, went, better, lecturer, garden-egg, illegal, bus, helter-skelter, OPEC, NEPA.

- **Maladjustment** - Affixation (*Mal* = prefix, *adjust* = base [morpheme], *ment* = suffix
- **Went** - Modification (its base word is *go* (base/present stem)
- **Better** - Modification (its base word is ***good*** [adj.], supl. ***best***)
- **Lecturer** - Affixation (*Lecture* = base [morpheme], *r* = suffix)
- **Garden-egg** - Compounding
- **Illegal** - Affixation (*il* = prefix, *legal* = base [morpheme])
- **Bus** - Lexical free morphemes
- **Helter-skelter** - Reduplication (i.e. with hurry and confusion)
- **OPEC** - Acronyms (Organization of Oil-Producing Countries)
- **NEPA** - Acronyms (Nigerian Electricity Power Authority)

Q6. Define the following terms (i) Morphology (ii) Free Morpheme (ii) Bound Morpheme.

(i) MORPHOLOGY *(morph [*Greek – *form, shape) + logy (*Science of knowledge*)*

Morphology is the study or science of the internal structure of words, and the rules by which words are formed.

- Oloruntoba-Oju (1994:71) *defines morpheme in terms of its placement among other units of grammar as "the smallest meaning-bearing unit in a word".*
- Ayodele (2001:75) defines it as *"the smallest unit, which exhibits an internal structure and meaning of its own but which cannot be further broken up"*. An attempt to analyze the structure of this component parts leads to morphology. Morphology thus deals with the internal structure of word-forms.
- Lyons (1974:81) quoted in Odebunmi (2006:39) views morphemes as "*minimal units of grammatical analysis, the units of lowest rank out of which words, the unit of next 'higher' rank are composed".*
- Bello (2001:92) coming from the perspective of the status of morpheme in the units of grammar defines it as "*the smallest meaningful unit in the structure of a language*".

B). FREE MORPHEME: is the core part which usually sit anywhere within a word. On its own, it can function as an ***independent word***, that is, a word that can stand on its own because it carries meaning. The following words are free morphemes: *school, church, boy, girl, teach, courage*, *examine*, e.t.c. Another name for the free morpheme is the *base* or *stem* or *root*.

C). BOUND MORPHEMES (AFFIXES): is that morpheme that cannot stand or occur as an independent word. It has to be attached to a free morpheme or word to have a clear meaning. Examples of bound morphemes are –***ment, -en, -ing, -ed, -ness, -ful, mis-, -anti, -less***, etc in the following free morphemes or words. 'govern***men***t', 'encourage***ment***', 'danc***ing***', 'accept***ed***', 'happi***ness***', 'hope***less*** etc. Another name for the bound morpheme is ***empty morphemes***. They can also be called ***grammatical indicators*** because they have the tendency to affect grammar. This is morphemes which cannot occur independently unless attached to other grammatical unit to give meaning. i.e. ***un-, im-, -able, -ment, trans*** etc.

Q7. Explain the terms with examples (i) Lexical Morpheme/Open Class (ii) Functional Morphemes/Closed Class.

(i). <u>Lexical Morpheme/Open Class</u>: this is a morpheme which has an independent dictionary meaning called lexical morphemes, such morpheme is belonging to ***nouns, verbs, adjectives and adverbs.*** Examples: boy, dictionary, walk, beautiful, slow

(ii). <u>Functional Morphemes/Closed Class</u>: Morphemes that do not have independent dictionary meaning of their own are referred to functional morphemes, these morphemes are used to mark grammatical relationship in the larger construction they occur. i.e. ***pronouns, determines, preposition and conjunctions***. Examples: he, the, a, an, on, between, but, and, because.

Q8. Discuss the following terms:
(i) Sentence (ii) Clause (iii) Phrase.

(i). Sentence: is a group of words or a single word that expresses a complete thought, feeling, or idea that usually contains an explicit or implied subject and a predicate containing a finite verb which starts with a capital letter (ABC..) and ends with a full stop (.).

Sentence is divided into two categories: by structure & by function

Sentence according to its structure is further sub-divided into four (4) categories as following:

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound-complex sentence

1. Simple sentence - is a sentence that takes the form of a single main clause with no relative or subordinate clauses, e.g.

I read the book ***He died*** ***They won the game***

2. Compound sentence - is a sentence that includes two or more independent clauses linked by a conjunction, semicolon, or colon.

e.g. ***The boy threw the ball, and he ran away***

3. Complex sentence - is commonly formed by combining the source sentences using a *conjunction* such as '***when'*** as in the following:

Source simple sentences

a. *I went there at some time.* b. *I met him then.*

Resulting complex sentence: *I met him when I went there.*

4. Compound-complex sentence - is a sentence formed partly like a *compound sentence* and partly like a *complex sentence*. For example, if after forming the *complex sentence*:

I met him when I went there.

We use the conjunction '***and'*** (as in a ***compound sentence***) to combine it with the ***simple sentence***

He asked me the question.

The result will be the *compound-complex sentence*:

I met him when I went there and he asked me the question

Sentence Types by Function - based on the type of information it conveys, a sentence may be *declarative, imperative, interrogative,* or *exclamatory:*

A declarative sentence is a statement. It ends in a period, e.g.

***** *Maryam weds Aliyu* ***** *Dr. Mukhtar teaches English 1207*

An imperative sentence is either a command or a request. It also requires a period as its terminal punctuation or an exclamation

***** *Get out!* ***** *Musa, would you please write the report*.

An interrogative sentence is a question and ends in a question mark.

***** *is she coming?* ***** *when did you cook this?*

An exclamatory sentence is an exclamation and ends in an exclamation mark.

***** *I will not answer!* ***** *He is died!*

ii) Clause - is a group of words that forms a sentence, which usually consists of *subject* and *predicate*. Clause is further divided into two: ***independent clause*** *(main)* and ***dependent clause*** *(subordinate).*

Main Clause - is a clause that can stand on its own as a sentence, and it consists ***subject*** and ***predicate*** e.g. "***She'll go on vacation***"

Subordinate Clause - a clause that cannot stand alone as a separate sentence since its meaning depends on the meaning of the main clause and simply gives additional information.

In the sentence "***She will go on vacation if she can get money***," the clause "***if she can get money***" is the subordinate clause and "***she will go on vacation***" is the main clause.

(iii) Phrase - is a group of words that work as a unit but do not include a subject-verb combination. e.g. ***** *the girl* ***** *on a table*

The phrase in additional categorized into five (5) as following:

1. Noun Phrase **3.** Adverbial phrase **5.** Prepositional phrase
2. Verb phrase **4.** Adjectival phrase

1. Noun Phrase: is a phrase that is made up a noun or pronoun as the head-word. Noun phrase can be pre-modified by article, possessive or demonstrative pronouns and adjectives. E.g.

the man (noun with article ***the***)
my bag (noun with possessive pronoun ***my***)
this car (noun with demonstrative pronoun ***this***)
green shirt (noun with adjectives ***green***)

2. Verb Phrase: is a phrase usually contains a lexical or main verb or without auxiliary verbs. Verb phrases can also be treated under finite or non-finite verb.

Finite verb phrase have tense distinction, and there is always person and number concord between the subject and finite verb:

***** *she **cleans** the floor* ***** *they **have arrested** by police*

Non-finite verb phrase have nothing to do with subject verb concord nor tense distinction. The feature of non-finite verbs are ***to*** *– infinitive,* ***-en, -ing, ed.*** e.g. ***to smoke, to go, to sing*** etc.

3. Adverbial Phrases: a grammatical construction having an adverb as a head. Examples:

* *very careful* ***** *silent room* ***** *during exam*

4. Adjectival Phrases: is a phrase with adjective that usually determines the function of the adjectival phrase. Examples:

***** *melodious voice* ***** *gentleman* ***** *young boy*

5. Prepositional Phrases: is a phrase consists of a prepositional complement. Examples:

Preposition	Prepositional Complement
On	the desk
Within	the class
To	Me

9. Identify and define any three (3) groups in English, citing as many examples as possible.

(1). Old English (2). Middle English (3). Modern English

OLD ENGLISH

Old English, a variant of West Germanic, was spoken by certain Germanic peoples (*Angles, Saxons,* and *Jutes*) of the regions comprising present-day southern Denmark and northern Germany who invaded Britain in the 5th century ad. According to tradition, the Jutes were the first to arrive, in 449. Settling in Britain, the invaders drove the indigenous *Celtic-speaking* peoples, notably the *Britons*, to the north and west. As time went on, Old English evolved further from the original Continental form, and regional dialects developed.

The four major dialects recognized in Old English are Kentish, originally the dialect spoken by the Jutes; West Saxon, a branch of the dialect spoken by the Saxons; and Northumbrian and Mercian, subdivisions of the dialects spoken by the Angles. By the 9th century, partly through the influence of Alfred, king of the West Saxons and the first ruler of all England, West Saxon became prevalent in prose literature. A Mercian mixed dialect, however, was primarily used for the greatest poetry, such as the anonymous 8th-century epic poem Beowulf and the contemporary elegiac poems.

Old English was a much more inflected language than contemporary English. It was characterized by strong and weak verbs; a dual number for pronouns (for example, a form for we two as well as for we); two different declensions of adjectives; four declensions of nouns; and grammatical distinctions of gender. Although rich in word-building possibilities, Old English was sparse in vocabulary. It borrowed a few proper nouns from the language of the conquered Celts, primarily those such as Aberdeen ("*mouth of the Dee*") and Inchcape ("*island cape*") that describe geographical features. Scholars believe that ten common nouns in Old English are of Celtic origin; among these are cart, down, and clock. Although other Celtic words not preserved in literature may have been in use during the Old English period, most Modern English words of Celtic origin, that is, those derived from Welsh, Scottish Gaelic, or Irish, are comparatively recent borrowings. See Celtic Languages.

The number of Latin words, many of them derived from the Greek, that were introduced during the Old English period has been estimated at 140. A few were probably introduced through Celtic; others were brought to Britain by the Germanic invaders, who previously had come into contact with Roman culture. Most Latin words were introduced as a result of the spread of Christianity. Such words included not only ecclesiastical terms—for example, altar, mass, priest, psalm, temple—but also many others of less specialized significance, such as cheese, wine, and street.

About 40 Scandinavian (Old Norse) words were introduced into Old English by the Norsemen, or Vikings, who invaded Britain periodically from the late 8th century on. Introduced first were words pertaining to the sea and battle, but shortly after the initial invasions other words used in the Scandinavian social and administrative system—for example, the word law—entered the language, as well as the verb form are and such widely used words as take, cut, both, ill, and ugly.

<u>In nutshell, Old English is:</u>

- Descendant of the German Language
- Spoken by Angles and Saxons
- 5th Century AD: **Angles** and **Saxons** (Germanic tribes) invaded the Britain.
  - Reunited, became Anglo-Saxons
- Their language is *Englise,* which was where the word *English* originated.
- They pushed the original, Celtic-speaking inhabitants out of what is now England into Scotland, Wales, Cornwall and Ireland, leaving behind a few Celtic words.
- Circa 890 AD: Anglo-Saxons invaded a land.
  - Called it *Anglo-Land* (now called England), meaning *Land of the Angles.*

Migration

- Irish missionaries came to England
- Brought the Latin Alphabet

Roman Invasion

- 597 AD: Roman invader *Augustine* attempted to Christianize England.
- Established kingdoms all over England.

Results

- The Latin alphabet became the basis of English alphabet.
- Romans spread and popularized English throughout England

NORMAN CONQUEST (1066)

* æ

- Pronounced as *ai*
  - Changed to *i*
  - Examples *never* is now spelled *naiv*
- Feminine/masculine word form dropped
- Indefinite articles, *a* and *an* were introduced
- Verb placement

○ **755 AD**: verb is placed at the end of a sentence

at be …. *na justice ne dide*

○ **Translation:** *the be no justice did* (Nielson 203)

- **1137**: verb is placed after the pronoun
- *til bi iafen up bere castles*
- **Translation:** *till they surrendered their castles* (Nielsen 203)

(2). MIDDLE ENGLISH (1100 - 1500)

At the beginning of the Middle English period, which dates from the Norman Conquest of 1066, the language was still quite highly inflectional. By the end of the period the relationship between the elements of the sentence depended basically on word order. As early as 1200 the three or four grammatical case forms of nouns in the singular had been reduced to two, and to denote the plural the *noun* ending (e)s had been adopted.

The declension of the noun was simplified further by dropping the final n from five cases of the fourth, or weak, declension; by neutralizing all vowel endings to ***e*** (sounded like the a in Modern English *sofa*), and by extending the masculine, nominative, and accusative plural ending -as, later neutralized also to ***-es***, to other declensions and other cases. Only one example of a weak plural ending, ***oxen***, survives in Modern English; *kine* and *brethren* are later formations. Several representatives of the Old English modification of the root vowel in the plural survive also, such as *man, men,* and *foot, feet.*

With the reduction of inflections, the distinctions of grammatical gender in English were replaced by those of natural gender. During this period the dual number fell into disuse, and the dative and accusative of pronouns were reduced to a common form.

Furthermore, the Scandinavian they, them were substituted for the original hie, hem of the third person plural, and who, which, and that acquired their present relative functions. The conjugation of verbs was simplified by the reduction of endings and by the use of a common form for the singular and plural of the past tense of strong verbs.

In the early period of Middle English, a number of utilitarian words, such as egg, sky, sister, window, and get, came into the language from Old Norse. The Normans brought other additions to the vocabulary. Before 1250 about 900 new words had appeared in English, mainly words, such as *baron, noble,* and *feast*, that the Anglo-Saxon lower classes required in their dealings with the Norman-French nobility. Eventually the Norman nobility and clergy learned English, but they introduced into it words from the French language pertaining to the government, the church, the army, and the fashions of the court, in addition to others proper to the arts, scholarship, and medicine.

During the period of this linguistic transformation the other Middle English dialects continued to exist, and dialects descending from them are still spoken in the 21st century. Lowland Scots, for example, is a development of the Northern dialect.

The Great Vowel Shift - a major change in the pronunciation of vowels marks the transition from Middle English to Modern English during the 15th and 16th centuries. This change, termed the Great Vowel Shift by Danish linguist Otto Jespersen, involved a shift in the articulation of vowels with respect to the positions assumed by the tongue and the lips. The Great Vowel Shift changed the pronunciation of 18 of the 20 distinctive vowels and diphthongs of Middle English. As printing developed in England from 1475 on, spelling remained unchanged, leading to the major discrepancies between spelling and pronunciation that persist today.

All long vowels, with the exception of /**ī**/ (pronounced in Middle English somewhat like ***ee*** in need) and /**ū**/ (pronounced in Middle English like ***oo*** in food), came to be pronounced with the jaw position one degree higher. Pronounced previously in the highest possible position, the/ī/ became diphthongized to "***ah-ee***," and the/ū/ to "***ee-oo***." The Great Vowel Shift, which is still in progress, caused the pronunciation in English of stressed vowels in English to differ markedly from that of other languages of Western Europe. As a result, the approximate date when words were borrowed from other languages can be determined by means of these and other sound changes. Thus it is known that the old French word dame was borrowed before the shift, since its vowel shifted with the Middle English /***ā***/ from a pronunciation like that of the vowel in calm to that of the vowel in name.

Summary: History of Middle English

- The Normans, who spoke French invaded England
- Royalties and government official began speaking French
- English became language of the poor (peasants, butchers, maids, servants).
- Also the language of poets and writers
- English kings began marrying Norman women
- More people adapted French language, causing the decline of English usage.

Results

- English children became bilingual
- Materials written in English became very scarce
- Many French words were borrowed - *Tax, estate, trouble, pay, table, boil, serve, roast, dine, religions, savior, pray and trinity.*
- French was England's official language up until the begin of 14th century.

Change

- Three different words with one meaning
  Kingly (Old English), *royal* (French) and *regal* (Latin) meaning of "*relating to a king".*
- More French influence
  - More borrowed words
  - Borrowed words, *allar* and *place* affected the way was pronounced
  - *Cene*, *cyssan* and *arrow* (Old English)
  - *Lice* and *mice*

MODERN ENGLISH (1500 - PRESENT)

In the early part of the Modern English period the vocabulary was enlarged by the widespread use of one part of speech for another and by increased borrowings from other languages. The revival of interest in Latin and Greek during the Renaissance brought new words into English from those languages. Other words were introduced by English travelers and merchants after their return from journeys on the Continent. From Italian came cameo, stanza, and violin; from Spanish and Portuguese, alligator, peccadillo, and sombrero. During its development, Modern English borrowed words from more than 50 different languages. The works of William Shakespeare are prime examples of the way in which an accomplished writer could incorporate a wide vocabulary and reflect the expanding geographical and cultural horizons of the Renaissance.

In the late 17th century and during the 18th century, certain important grammatical changes occurred. The formal rules of English grammar were established during that period. The pronoun its came into use, replacing the genitive form his, which was the only form used by the translators of the King James Bible (1611). The progressive tenses developed from the use of the participle as a noun preceded by the preposition on; the preposition gradually weakened to a and finally disappeared. Thereafter only the simple ing form of the verb remained in use, as in, for example, "The baby is crying." After the 18th century this process of development culminated in the creation of the progressive passive form, for example, "***The job is being done***."

The most important development begun during this period and continued without interruption throughout the 19th and 20th

centuries concerned vocabulary. As a result of colonial expansion, notably in North America but also in other areas of the world, many new words entered the English language. From the indigenous peoples of North America, the words raccoon and wigwam were borrowed; from Peru, llama and quinine; from the West Indies, barbecue and cannibal; from Africa, chimpanzee and zebra; from India, bandanna, curry, and punch; and from Australia, kangaroo and boomerang. In addition, thousands of scientific terms were developed to denote new concepts, discoveries, and inventions. Many of these terms, such as neutron, penicillin, and supersonic, were formed from Greek and Latin roots; others were borrowed from modern languages, as with blitzkrieg from German and sputnik from Russian.

Summary: Modern English

Early Modern English

- From 1500 to 1800s

Late Modern English

- 1800s until today

Early Modern English

- Happened between 1400 and 1500
- Sudden and major change how vowels are pronounced
  - ***a*** as pronounced as /ei/
  - ***e*** as /ei/ and /i/
  - ***i*** as /ai/
  - ***o*** as /ou/ or /u/
  - ***a*** as /au/

Changes and Difficulties

- many English words are not pronounced as they used to be
- A person born in 1400 would have difficulty understanding a person from the 1500s
  - *Very careful listening and analysis of written documents were done for better understanding*
  - Example: *House* and *mouse* used to rhyme with *moose*

Traditionally, Old English, known formerly as Anglo-Saxon, is dated from ad 449 to 1066 or 1100. Middle English dates from 1066 or 1100 to 1450 or 1500. Modern English dates from about 1450 or 1500 and can be subdivided into Early Modern English, from about 1500 to 1660, and Late Modern English, from about 1660 to the present.

10. What is clause?

Clause In grammar, a clause is the smallest grammatical unit consists of a subject and a predicate that can express a complete sense.

11. What are the functional clause types? Explain and exemplify them.

(1). Declarative Clause (2). Imperative Clause (3). Interrogative

(1). Declarative Clause - is a clause that states a statement e.g.

***** *I saw them at the garden* ***** *She is a lecturer*

2. Imperative Clause - is a clause that expresses a command or a request, for examples:

* *Give that book* ***** *Bring me your pen, please!*

3. Interrogative Clause - is a clause that express a question, e.g.

* *What is your name*? * *How many they are?*

12. Discuss the roles of English in socio-economic development of Nigeria.

The English language is used for economic purposes, for instance, for business negotiations, for buying and selling, within and outside Nigeria since the trade was one of the major factors which brought the English language to Nigeria. In the country till today, the language has remained a language of trade and commerce. It facilitates trade among people of different linguistic backgrounds (ethnic groups) in the country. In addition to the local trading activities, the English language also serves the purpose of international trade in Nigeria.

English language is the avenue to sustainable development in Nigeria. Economists in Nigeria believe that English is crucial for economic growth, as it helps them trade more widely on an international scale. Nigeria can do international businesses because we have English as our official language. The international community can easily and comfortably be reached because of the prestigious language. English is very important when hiring a new employee. This underlines the fact that English language skills enhance business and trade, while also improving an individual's economic conditions.

An individual's economic empowerment in Nigeria is closely linked with good command of English. A wide range of business categories in Nigeria including the banking industry, technology, the pharmaceutical industry, and even vocational workers such as carpenters and electricians see increased need for English language skills. A salaried professional with good English language skills can earn an average of thirty percent (30%) more than someone with no English language skills in Nigeria. The government of Nigeria firmly recognized that English is a key element of business communication and it is essential for attracting new investments. With government and companies pushing for far more English speaking workers, it can be expected that more individuals will view English, among other skills, as a step towards career advancement and higher pay. This is a motivating factor for individuals to learn English in order to obtain well-paid jobs within the most dynamic organizations and industries in Nigeria.

Clearly, we all can see that prospective employees who can speak and write English well have better opportunities economically. This way, English language is a tool for sustained national development. English language becomes a key factor to unending development in Nigeria in the areas of education, economic empowerment and national unity.

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